



AROUND ME

MANUAL FOR TEAM LEADERS

AROUND ME / AL MEU VOLTANT
A MI ALREDEDOR AUTOUR DE MOI
NIRE INGURUAN / INTORNO A ME
OKOLO MÑA

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TEACHING SUPPORT
TO PROMOTE AND SHARE
KNOWLEDGE ON HEALTH
AND ITS DETERMINANTS

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AROUND ME / AL MEU VOLTANT / A MI ALREDEDOR / AUTOUR DE MOI / NIRE INGURUAN / INTORNO A ME / OKOLO MÑA

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"AROUND ME" & WHO/OMS

According to the World Health Organization (WHO), the determinants of health include the circumstances in which people are born, live, work and grow old, and the health system to which they have access.

In other words, they encompass lifestyles, behaviours, income, social status, education, employment and working conditions, access to decent health care and the urban, rural or forest environment.

The determinants of health are also directly related to the unequal distribution of wealth, power and resources at global, national and local level, which are all matters of public policy. The interrelationship of all these factors generates different living conditions with clear implications for health, and explains most of the differences between health situations around the world. These differences within and between countries are unjust

and largely avoidable.

The United Nations Sustainable Development Goals (SDG), the result of the agreement reached in September 2015 by the 194 Member States and global civil society, consist of 17 global goals and 169 targets that constitute an agenda to the year 2030 (Transforming our world: the 2030 Agenda for Sustainable Development). Health occupies a prominent position in goal 3 (Ensure healthy lives and promote well-being for all at all ages), which includes 13 goals. From the standpoint of WHO, the remaining SDGs relate to health directly or indirectly, because they refer to issues which could be considered as risk factors or determinants of health.



<http://www.who.int/sdg/en/>

WHO: Sustainable Development Goals (SDGs)

“Around me” is a teaching tool to raise awareness of the determinants of health and strengthen training for health workers, individuals and communities.

It is supported by the WHO Department of Control of Neglected Tropical Diseases.

As in so many other cases, it is not possible to understand the distribution of neglected tropical diseases in space and time in

isolation from the determinants of health, just as it is not possible to conceive of, plan or implement measures to control, eliminate or eradicate neglected tropical diseases without fully taking these determinants into account. The goal of Around me is to promote and share knowledge about health and its determinants in a dynamic, interactive and ludic way.

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AROUND ME

The idea for this game came from an initiative under the European project, "Knowledge Identity Language Tools - Creating tools for linguistic and cultural appropriation to facilitate the relationship with the person accompanied by social work services" (KILT).

It is a teaching support tool implemented through a game. Its objective is to strengthen the training of professionals, community workers and the community in order to promote and share knowledge on health and health determinants in a fun and dynamic way.

It brings together knowledge, communication and construction. It works on guided participation through group work in order to promote learning, empowering people in the communication process and the coordination of the game.

It claims to use the game as a mediation tool in the learning process- A tool that encourages, through the medium of a game, the sharing of knowledge, feelings, culture, ideas, and reflections on the health of persons, their determinants and health inequalities...

Starting from the idea that the origin of health lies in the context of daily life where people grow, live, work and socialise, the dynamics of this game allow the construction of a vision of the reality "Around me", ranging from the individual vision to the collective and comprehensive, while recognising the values presented in the group.

STRUCTURE OF THE GAME

This game is a tool to boost the information and training sessions, to evaluate the knowledge of the group and to open discussions on the ideas and perceptions that members of the group have about health and the determinants that surround it.

The game has a graphic setting (board), where the various determining factors that have an influence on people's health are grouped into three units in the shape of concentric circles of different colours:

I. Personal determinants of individual territorial dimension

II. Social determinants of inter- and trans-territorial dimension

III. Overall political determinants of universal dimension

The participants are directed by a person trained in advance (team leader or director) who regulates and guides the activity in order to

provide a nice and relaxed participatory atmosphere.

It is a game of debate/discussion rather than questions/answers.

Participation may be with a group or individual, though the former is more beneficial. The number of players can vary, ideally between 4 and 12 participants in groups of two or three players, to allow a better pace of game.

The duration of game is one to two hours.

Materials

- A game board.
- 4 person-shaped icons.
- One dice.
- 16 coloured game cards:
 - 4 in DI colours
 - 8 in DII colours and
 - 4 in DIII colours.
- 16 joker cards: 8 red, 8 green.
- Guide with policy issues/topics related to the determinants.

DYNAMICS

indicated by the dice; the team leader poses a question or an assumption on the topic on which the player lands. E.g. if he lands on a box in the personal determinants unit related to lifestyle factors (I. Personal determinants of individual territorial dimension), he may be asked: “Does nutrition have an influence on our health?” “How do we distribute our food over the day?” “In our environment, how do we access food?” The participant starts the debate on this subject.

If it is a joker:

These joker sheets are used to enable reflection and to strengthen the analysis of the personal actions of the participants concerning the different levels of determinants.

Green ones indicate actions beneficial to our health and red ones indicate actions which are not beneficial to our health.

E.g.: “name an action that you carry out for the good of your

health”. “Name one action that does not constitute a benefit for your health”. “Can you change it?”.

The cards of the participants remain on the determinant boxes and jokers dealt. The game ends when all the boxes on the board are occupied by the different determinant cards.

As the game progresses, the different perceptions of the participants on their health, that of those around them, determinants, resources, needs and possible solutions, for example, emerge. The relationships are formed with the ideas worked by the other participants, which will allow for discussions in small groups and in larger groups.

Overall, it is about gaining awareness through the game, of the fact that life conditions, the relationship with others around you and responsibility play a decisive role in individual and collective health.

DYNAMICS

When more than one meeting is held with this game as the driver, it is possible to accompany it with a research exercise for the participants on the determinants of the players' environment (town, neighbourhood, housing, services, architectural heritage, history, existence of programmes, social policies, etc.) already dealt.

In a more advanced stage of the game, the debate can be directed toward determinants of health inequalities.

GUIDE

This is a guide to enable the facilitator to gradually introduce the topics or questions on the various determinants related to health grouped under three levels:

I. Personal determinants of individual territorial dimension

II. Social determinants of inter- and trans-territorial dimension

III. Overall political determinants of universal dimension



They are grouped by colour in order to introduce into the debate concepts related to the different levels:

Analytical: what do we know?

Descriptive: How they are?

Action: What do we do?

What can we do?



GUIDE WITH POLICY TOPICS
RELATED TO THE DETERMINANTS

PERSONAL DETERMINANTS OF INDIVIDUAL TERRITORIAL DIMENSION



Characteristics

Questions relating to the individual characteristics of each person in order to reflect on what they believe in the field of health: How are they? What do we know? What are we doing? What can we do?



BIOLOGICAL GENETIC / CHARACTERISTICS



- Do you know about hereditary diseases?
- Can you name a few? Is your family affected by a hereditary disease?
- Do you know about genetic diseases?
- In your opinion, which factors have an influence on health?
- In your opinion, which factors have an influence on disease?
- Are there any in your family or among your friends?
- Around you, what resources are there for action?
- Does your age affect your health?
- Does your ethnicity affect your health?
- Does your gender affect your health?
- Do hereditary diseases affect health?
- Can we take action on biological/genetic characteristics?
- If you believe so, how?

HABITS



- What kind of food does your daily diet contain?
How many times a day do you eat?
Do you eat at home? At work? Alone?
- Do you take toxic substances? Which?
Does your health depend on this? Can they lead to addiction?
- Do you consider tobacco to be a toxic substance?
- Do you smoke at home among family, among your friends or in your workplace?
- Does tobacco have an effect on health?
- Do you drink alcohol? Do you drink at home among family, among your friends or in your workplace?
- Are alcoholic beverages food?
- Do you think health depends on eating habits? How? Why?
- Is it the same thing to eat and to nourish yourself?
- Does food have an influence on your health?

LIFESTYLES



- Do you take physical exercise?
- Is it easy to do it in your environment?
- Name the activities in your daily life that can be considered as physical exercise.
- Do you think your lifestyle has an influence on your health? Can it have an influence on disease?
- Do you have any suggestions in terms of your lifestyle to improve your health?

SOCIO-ECONOMIC PERSONAL CHARACTERISTICS



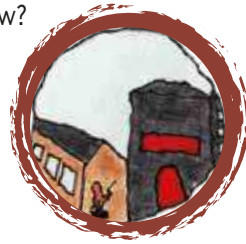
- What is your social standing?
- What is your profession?
- Are you part of a social group?
Friends? Neighbours?
- How are your relationships with these groups?
- Does social standing have an influence on health? If so, to what extent?
- Does your health depend on your profession? In what way?
- Do you think your health depends on your financial resources?
In what way? Why?
- Can you come up with some suggestions in relation to your lifestyle to improve your health?
- Can you come up with some suggestions in relation to your socio-economic situation to improve your health?

SOCIAL DETERMINANTS OF INTER AND TRANS-TERRITORIAL DIMENSION

II.1

life environment

Questions relating to the nature of the social life environment of persons with the aim of reflecting on what they believe in terms of health. How is it? What do we know? What are we doing? What can we do?



FAMILY ENVIRONMENT



- What is your family model?
- How many people are living together?
- How are workloads distributed within it?
- Describe your family unit and that of those around you.
- What role does it play in your environment?
- Is your family unit like that of others around you?
- In your family is there a family hierarchy?
- What role is played by the different members?
- Does the health of your family members depend on your family model?
- Do you take measures to maintain your health?
- How is the family health of those around you? Could it be improved? How?
- How do professional and family life interact among the members of your family?

EDUCATIONAL ENVIRONMENT



- What was your educational environment?
- What was the educational system in your school?
- Have the members of your family had access to education? Which ones? At what level?
- Do you think it was okay? Has it had an influence on your future?
- Is it better today? To what extent?
- Do you think the health of persons depends on access to education? Why? How?

PROFESSIONAL ENVIRONMENT



- Do you currently work?
 - What physical, mental and social activities does your profession include?
 - Do you perform a professional activity outside your job?
 - Is your work compatible with your family life? Social life?
 - Do you use a means of transport to get to work? Shared? Public/ Private?
 - Does the work that you are doing bring you satisfaction?
 - Do you think that your health depends on your work?
- Why?
- What professional situation do you have around you? Stability? Unemployment? Job insecurity? Describe it.
 - Could it change for the better? How?
 - Do you have any suggestions on how to reconcile work and family life?

SOCIAL / ACCOMODATION / FACILITIES ENVIRONMENTS



Accommodation

- Have you always lived here?
- And your family? Migratory Processes
- Describe your accommodation. Describe the type of accommodation that you live in and your environment.
- Describe the resources/facilities close to your accommodation.

Social / Facilities

- Name leisure/culture spaces close to your home. Do you attend them?
- Are you familiar with social networks (Facebook, Twitter, etc?) Do you use them?
- Are you a member of an association? (E.g. neighbours, sports, etc.)

- Do you believe that your health depends on it? Why?
- Can you name two parks or green spaces where you can stroll and take physical exercise less than 20 minutes from your home?
- Do you have any suggestions in relation to your lifestyle to improve your health?

SOCIAL DETERMINANTS OF TRANS-TERRITORIAL DIMENSION

II. II

systems / services

Questions related to the characteristics of people's social environment services in order to reflect on what they believe in the domain of health: How are they? What do we know? What are we doing?
What can we do?



SOCIAL/EDUCATION



- Describe the educational system in your environment, your town and your country.
- Describe the network of existing resources, their distribution and access to these resources.
- Do you think they cover the needs of your environment, your city and your country?
- Do you think they are determinants of health? Why?
- Propose strategies for improvements.

SOCIAL/HEALTH



- Describe the health system in your environment, your city and your country
- Describe the network of existing resources in your environment, their distribution and access to these resources.
- Do you think they cover the needs of your environment, your city and your country?
- Do you think they are determinants of health? Why?
- Propose strategies for improvements

SOCIAL / LABORAL



- Describe the health system in your environment, your city and your country
- Describe the network of existing resources in your environment, their distribution and access to these resources.
- Do you think they cover the needs of your environment, your city and your country?
- Do you think they are determinants of health? Why?
- Propose strategies for improvements.

TERRITORIAL / NETWORK PLANNING



- Describe the health resources in your neighbourhood and in your town. Do you think they are sufficient?
- Describe the social resources in your neighbourhood and in your town. Do you think they are sufficient?
- Describe the cultural resources in your neighbourhood and in your town. Do you think they are sufficient?
- Describe the public transport resources in your neighbourhood and in your town. Do you think they are sufficient?
- Describe the resources for access to food supplies in your neighbourhood and in your town. Do you think they are sufficient?
- Do you think they are determinants of health? Why?
- Suggest strategies for improvements.

OVERALL POLITICAL DETERMINANTS OF UNIVERSAL DIMENSION



overall political context

Questions relating to the characteristics of overall policies in order to reflect on what they believe concerning health: How are they? What do we know? What can we do?



DEMOGRAPHIC/ ENVIRONMENTAL CONTEXT



- Describe your physical environment
- Describe the demographic environment
- Does the environment affect people's health?
How?
- What do you understand by pollution?
- What kind of pollutants do you know? Specify the link with your environment.
- Who is responsible for it?
- What do you understand by environmental policies?
- In your opinion, what is the situation in your environment, your town, your country, the world...?
- Suggest activities to encourage the spaces and environments to be free of pollution.
- Can we act as citizens? How?

SOCIAL / CULTURAL CONTEXT



- Describe your social environment
- Describe your cultural environment
- Are there social/cultural groups in your environment?
Are you part of one of these groups?
- Does the social/cultural context affect people's health?
How?
- Do you think it affects your health?
- That of your community?
- That of your country? How?
- Do you have access?
- Give some social and cultural strategies which could improve it.
- The gaps and the reductions in the social services makes it more difficult for people to access health services. How? Why?
- Are there some in your environment, your town, your country, the world... Can you intervene? How?

POLITICAL / LEGISLATIVE / ECONOMIC CONTEXT



- Define the political, legislative and economic situation of your environment, your town and your country.
- Do you feel engaged and in agreement with its position?
- Do you think the laws are necessary?
- Does the political/legislative/economic context of a country affect people's health?

How?

- Does the legislative and economic distribution contribute to equality in terms of health?
 - Is the participation of citizens necessary for the socio-political development of a community?
- In your environment, is there participation?

TECHNOLOGICAL / SCIENTIFIC CONTEXT



- Describe the technological and scientific level of your environment. Of your community. Of your country.
- Are there political resources which deal with it?
- Does the technological/scientific development of a country affect people's health? How?
- What access do you have to this development? As an individual, community or country.

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AROUND ME



